

Year <u>2005-2006</u>	Paper <u>MR 555</u>	Grade Level <u>5</u>	Score <u>4</u>
-----------------------	---------------------	----------------------	----------------

<b>Ideas</b>	<p><b>Develops ideas well and uses specific, relevant details across the response.</b></p> <p>Strong sequencing of events with a well-developed story line.</p> <p>All the details pertain to the story without unnecessary information.</p>
<b>Organization</b>	<p><b>Clearly organized; the ideas are presented in an orderly way.</b></p> <p>Piece has a strong lead, and transitions flow well.</p> <p>There is a natural order of events with a satisfactory conclusion.</p>
<b>Voice and Word Choice</b>	<p><b>Purposeful word choices contribute to strong voice.</b></p> <p>Strong words such as “zoomed,” “aggressive,” “verge.” Good parallel structure demonstrated with “I was not the fastest, but I was not the slowest.”</p>
<b>Sentence Fluency</b>	<p><b>Control over varied sentence construction enhances sentence fluency.</b></p> <p>The author used a good variety of sentence beginnings.</p> <p>The sentences vary in length which helps readability.</p>
<b>Conventions</b>	<p><b>Minor errors in grammar, spelling, and conventions do not interfere with understanding.</b></p> <p>Minimal errors in the piece.</p>
<b>Comments</b>	<p>This is an excellent example of an advanced paper. It demonstrates that the author has a strong understanding of narrative writing.</p>

Year <u>2005-2006</u>	Paper <u>MR 521</u>	Grade Level <u>5</u>	Score <u>3</u>
-----------------------	---------------------	----------------------	----------------

<b>Ideas</b>	<p><b>Clearly developed ideas; may have simple details.</b></p> <p>Writer selects one specific challenge – the first time s/he pitched in a baseball game - and elaborates on that one incident.</p> <p>Details are clear: “I went into my wind up and threw a ball but the kid swung at it and it was a strike.”</p>
<b>Organization</b>	<p><b>Organization provides pieces of information that are related to each other.</b></p> <p>Writer understands basic organizational structures.</p> <p>Neither the introduction nor the conclusion is particularly strong.</p> <p>The challenge is presented like a baseball play-by-play.</p>
<b>Voice and Word Choice</b>	<p><b>Typical, grade-level word choice; emerging voice.</b></p> <p>Writer determines that the intended audience might not know what the word “mound” means in the context of baseball so s/he provides a definition.</p> <p>Grade level word choices with some strong verbs: “fret” and “tense.”</p>
<b>Sentence Fluency</b>	<p><b>Control over simple sentence construction contributes to sentence fluency.</b></p> <p>Although the writer uses mostly simple sentences, the rhythm, mimicking a baseball announcer’s style, is effective.</p> <p>“We won!”</p>
<b>Conventions</b>	<p><b>Errors in grammar, spelling and conventions do not interfere with understanding.</b></p> <p>Capitalization is generally correct.</p> <p>Minor punctuation errors.</p> <p>Spelling errors do not interfere with understanding.</p>
<b>Comments</b>	<p>The writer demonstrates a clear understanding of narrative writing.</p> <p>The paper addresses the prompt in a clear and concise manner.</p>

Year <u>2005-2006</u>	Paper <u>MR 508</u>	Grade Level <u>5</u>	Score <u>2</u>
-----------------------	---------------------	----------------------	----------------

<b>Ideas</b>	<p><b>Ideas are unclear and/or underdeveloped; details are disconnected and/or presented as a list.</b></p> <p>Narrative lacks details.</p> <p>The lack of supporting details causes the reader to feel disconnected.</p> <p>Content of narrative is underdeveloped.</p>
<b>Organization</b>	<p><b>Disorganized or difficult to detect organization.</b></p> <p>Attempt at paragraphing indicates the writer's intent to organize.</p> <p>The beginning, middle, and end demonstrate a basic understanding of narrative writing.</p>
<b>Voice and Word Choice</b>	<p><b>Simplistic word choice; lacks voice.</b></p> <p>Narrative lacks voice because of simple word choice, with the exception of "we hafe to deal with it."</p> <p>Simplistic word choices: "stuff" and "a lot."</p>
<b>Sentence Fluency</b>	<p><b>Limited control over sentence construction and fluency.</b></p> <p>Lack of details results in limited control over sentence structure.</p> <p>Simplistic sentences hinder fluency.</p>
<b>Conventions</b>	<p><b>Errors in grammar, spelling and conventions may interfere with understanding.</b></p> <p>Spelling and word spacing interfere with understanding:</p> <p>"hafe," "echother," "commen."</p>
<b>Comments</b>	

Year <u>2005-2006</u>	Paper <u>MR 534</u>	Grade Level <u>5</u>	Score <u>1</u>
-----------------------	---------------------	----------------------	----------------

<b>Ideas</b>	<p><b>Attempts a response, but lacks focus and details.</b></p> <p>Attempted a response to get a good grade on DWA, but it lacks details.</p> <p>Topic is underdeveloped.</p>
<b>Organization</b>	<p><b>Little or no control over organization.</b></p> <p>Paper exhibits very little organization.</p> <p>There is not a beginning, middle, and end.</p>
<b>Voice and Word Choice</b>	<p><b>Limited or inaccurate word choice.</b></p> <p>Limited voice as the writing is pleading to get a good grade, but that is all.</p> <p>Very limited word choice.</p>
<b>Sentence Fluency</b>	<p><b>Little or no control over sentence construction and fluency.</b></p> <p>Limited control of sentence construction.</p> <p>There is no flow to the writing.</p> <p>Repetition “get a good grade, get a good grade” interferes with readability.</p>
<b>Conventions</b>	<p><b>Errors in grammar, spelling and conventions make understanding difficult.</b></p> <p>Incomplete sentences and grammar errors.</p>
<b>Comments</b>	<p>Demonstrates fundamental deficiencies in narrative writing.</p>